**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT: \_A Season for Change\_\_\_\_\_\_\_ TIME FRAME: \_\_5 Weeks\_\_\_\_\_\_\_\_\_\_\_ TEACHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| |  | | --- | | Grade **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | This unit begins with students discussing how things change. Next the students will identify the main idea using the following text: Life Cycle of a Pumpkin, Helen Keller and the Big Storm, Frogs, One Dark Night, and I Like where I Am. Students will discuss how everyday events affect change. Students will read poetry to describe how words and phrases supply rhythm and meaning. | | | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.   Students will demonstrate independence.   Students will value evidence.  x Students will build strong content knowledge.  x Students will respond to the varying demands of audience, task, and discipline.  x Students will critique as well as comprehend.   Students will use technology and digital media strategically and capably.   Students will develop an understanding of other perspectives and cultures. | | | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | |  | | | | | | |
| |  | | --- | | **Reading**  **(Including Foundational Skills)**  **RL 2.4** – Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  **RL 2.5** – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  **RI 2.2** – Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within a text.  **RI 2.4 -** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.  **RI 2.7 -** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text  **RFS 2.3b** – Know and apply grade-level phonics and word analysis in decoding words. Know spelling-sound correspondences for additional common vowel teams.  **RFS 2.4a** – Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. | | |  | | --- | | **Writing** |   **W 2.2 –** Write explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  **W 2.5** - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  **W 2.7** – Participate in shared research and writing projects | | |  | | --- | | **Speaking and Listening** |   **SL 2.1 –** Participate in collaborative conversations with diverse partners about Grade Two topics and texts with peers and adults in small and larger groups.  **SL2.4** – Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences. | | |  | | --- | | **Language** |   **L2.1a -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., *group*).  **L2.2b -** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas in greetings and closing of letters.  **L2.4d** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).*  **L2.5a** – Demonstrates understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are *spicy or juicy*).  **L2.5b -** Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (*e.g., thin, slender, skinny, scrawny*). |
| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | |
| How do seeds change as they grow into plants? | | | Find similarities and differences in animals, plants, people and weather as they change. | | |
| How do changes in the seasons and weather affect us? | | | Create poetry using rhyme and meaning. | | |
| Why are some changes difficult? | | | Identify and comprehend the main idea of different genres. | | |
| How do animals and people change as they grow? | | |  | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | |
| **Reading Tasks**  Demonstrate fluent reading and comprehension using stories about change.  Use graphic organizers to describe and show the different cycle of how things change.  Use research based activities to show an understanding of main idea and details. | **Writing Tasks**  Students will research different animals and write a paragraph about how they change as they grow.  Students will create poems using rhyme and meaning and share with the class. | | **Discussion Tasks**  Students will discuss what is meant by change? Students will make a list of things that change. They will create a class chart and find examples in the text read throughout the unit. | | **Language/Vocabulary Tasks**  Students will keep a vocabulary journal and demonstrate the use of synonyms and their meaning.  Students will continue to use correct capitalization, punctuation, spelling and grammar when writing. |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | **SUMMATIVE** | |
| **Teacher-made tests** | | **Think pair share**  **Exit tickets**  **Weekly Teacher-made tests** | | **Portfolio**  **Weekly teacher- made tests** | |
| **Text(s) Selections** (generated by (?) both teacher and student)  Teachers will list the genres/titles for study:  **Poetry**  [www.teachingfirst.net/poems/autumn.html#leaf](http://www.teachingfirst.net/poems/autumn.html#leaf), [www.jologriffin.com/gazillion.cfm?subpage=350748](http://www.jologriffin.com/gazillion.cfm?subpage=350748), [www.waltkeweb.com](http://www.waltkeweb.com)  How do seeds know which way is UP? (by: Amy Goldman Koss), Adoptions (by: Isabel Joshlin Glaser), The Stray Cat (by: Eve Merriam  **Stories**  Life Cycle of a Pumpkin (by: Ron Fridell & Patricia Walsh), Frogs (by: Gail Gibbons), I Like Where I Am (by: Jessica Harper), Helen Keller and the Big Storm (by: Patricia Lakin), One Dark Night (by: Hazel Hutchins), Autumn (by: Gail Sunders-Smith), Flowers (by: Gail Saunders-Smith), Butterflies Insects (by: Lynn M. Stone), Butterfly Eggs (by: Helen Frost), Why do leaves change color? ( by: Betsy Maestro & Loretta Krupinski) | | | | | |
| **Cross Curricular Connections**  2.E.1 – Earth Systems, Structures, and Processes – Understand patterns of weather and factors that affect weather.  2. L.1 – Structures and Functions of Living Organisms – Understand animal life cycles. | | | | | |